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INTERNATIONAL ARBITRATION AS A SUBSTITUTE FOR WAR BETWEEN NATIONS. By Russell Lowell Jones, M. A. Rector's Prize Essay, 1907. St. Andrews: University Press.

This book is introduced by a preface from the pen of Dr. Bernard Bosanquet, in which he commends it as the work of a young graduate of St. Andrews and praises the straightforwardness and common sense which it displays. It contains a great deal of matter, mostly historical; indeed the chief difficulty in dealing historically with a subject such as this is just that it involves a survey of universal history. That the author has brought much industry to his task and that he has considerable analytical ability is quite plain. His views on the future of arbitration, and the limitations which should be placed upon the more extravagant judgments of the peace societies, are sound and practical, and if in no way original are well expressed and well supported.

"The wars of the future will be like the Russo-Japanese War in all essentials. When two nations are brought face to face; when the expansion of either means injuring the other, and both are equally determined to protect their trade interests and their markets, their political aims and ideals, then there remains but the sword to determine which shall go on. Arbitration can never decide these huge questions of progress and evolution. No arbitral court can say to this nation, 'Thou shalt retire,' and to that one, 'Thou shalt advance'; only time and war and industry and efficiency can, by complex action, solve these questions" (p. 236).

Save for such cases, Mr. Jones has abundant faith in the future of arbitration, mediation and diplomacy as methods of averting war, but the Hague conferences, which are dealt with at the end of the book, are very justly estimated by him as fixing for some years, if not in detail at least in outline, all that is possible, all that can safely be done at present. That, as the assembled nations of the earth recognized, arbitration in itself is inadequate to solve some questions; that the introduction of coercion would but set back the hands of the clock and deprive arbitral methods of their legitimate sphere and of all chance of enlarging that sphere in the course of time—all this is clear enough without the aid of universal history or evolutionary "sociology"; and Mr. Jones, when free from these

troublesome companions and dealing with the modern and practical issues upon the footing of recent experience and common sense, is shrewd, readable and safe. He has not given so much independent thought as we could have wished to the further elucidation of the different methods of arbitration and the classification of the subject-matters for which each is most adapted. He does, indeed, enlarge on the utility of *commissions d'enquête* in such matters as the Dogger Bank affair, and he reproduces a fourfold division of the "objects" of arbitral judgments from another writer. He notes, too, in connection with Article 16 of Title IV of the first Hague convention, that the notion there expressed that arbitration is particularly adapted to solve questions of a judicial character (especially the interpretation of treaties) is really the converse of the older theory, according to which questions which did not seem fitted for a judicial, but rather for a "give-and-take," solution were deemed the most suitable for arbitration. Two facts are given as explaining this marked change—the greater efficiency of diplomacy and the development of international law. But, convinced as we are that Mr. Jones would have shed light upon this practical aspect of the subject had he dealt with it carefully and systematically, we are obliged to confess that he has not done so and that any useful remarks which he does make are unconnected and almost accidental. It is a misfortune, too, that the account of the second Hague conference, which is very meager, should have been written before the conclusion of its sittings, a fact which appears to have prevented a proper treatment of the Portuguese list of subjects with respect to which the *droit de force* might be waived and a detailed consideration of further subjects which might have been suggested with defined safeguards.

There are certain further criticisms which we cannot omit. Chief of these is that there is a great deal of positive disorderliness in the arrangement of this essay, and that we are driven from pillar to post with quotations from a few authors which might have been put in his own words when he agrees with them, or ignored when he thinks them wrong. We find the chapter on "The First Great Age of Arbitration" trailing off into an attempt to find a definition of arbitration. Interspersed with various historical discussions are opinions and judgments that might well have been kept until the history had

been clearly exhibited and the subject was being treated otherwise. The "evolutionary" talk about the function of war and the "sociology" generally comes to nothing. In fact, the book needs "pruning" severely. It has the faults of most prize essays; that is to say, they are well known all the world over as a tantalizing kind of literature; and when the subject reaches out, as Mr. Jones's subject does, into all history, such faults become at once more noticeable and more inevitable. Despite them, this can be recommended as a good book on a most difficult subject, and one which is marked, as Dr. Bosanquet says it is, by learning, straightforwardness and common sense.

London.

G. C. RANKIN.

SUGGESTION IN EDUCATION. By M. W. Keatinge. Edinburgh and London: Adam & Charles Black, 1908. Pp. 202.

Arising out of a study of hypnotic phenomena an increasing degree of attention has, in recent years, been given to an investigation of suggestion in the waking as well as in the hypnotic state. We now know that suggestion is a process constantly at work, that suggestibility is no longer to be regarded as an abnormal mental condition, and that while everyone is more or less suggestible, liability to suggestive influence varies from time to time. The importance of considering the value of suggestion as a factor in the educative process and in particular of estimating its efficacy as an instrument in character formation is at once evident. This task has been taken in hand by Mr. Keatinge in "Suggestion in Education," a book stimulating and instructive to a degree, and one which no student of education can afford to overlook.

Permeating an unusual amount of admirable psychology and suggestive discussions on points of method and classroom technique, the author's main thesis stands clear. Can education create? Can character be determined by school education? Both questions are answered in the affirmative, for any other answer must lead to educational pessimism. But from the outset the author discards the positions of Herbartianism as being based on a defunct and worn out psychology; ideas alone will not suffice for character building. An analysis of character from the physiological and psychological sides leads to an examination